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ABSTRACT

The New Jersey Educational Assessment Program (EAP) is a statewide testing program used to assess reading and mathematics achievement, and to provide useful information to educational decision makers at the state and local levels. In May 1976, the State Department of Education conducted a survey of all local school superintendents regarding their districts' uses of the statewide EAP data. Approximately half of the districts responded. The utilization survey questionnaire focused on four categories of action resulting from use of the data: program changes, instructional changes, administrative changes, and dissemination of information. Results showed that, of the responding districts, 63.9% and 72.9% used the statewide test data to modify their reading and mathematics curricula, respectively. Moreover, 68.6% and 72.5% used the data to modify their instruction in reading and mathematics, respectively. It was also reported that 86.4% of the districts compared the test data from year to year; and that 36.8% used the data to initiate administrative changes involving the use of funds, the use or addition of staff, or the conduct of inservice workshops. A copy of the school district utilization survey and tables presenting the survey results are included. (Author/MV)

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Occasional Papers in Education

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DIVISION OF RESEARCH, PLANNING AND EVALUATION

DISTRICT UTILIZATION OF THE STATEWIDE TESTING PROGRAM

BY:

VIRGINIA P. ROJAS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DISTRICT UTILIZATION OF THE STATEWIDE TESTING PROGRAM

BY:

Virginia P. Rojas

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June, 1977

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Division of Research, Planning and Evaluation

Dear Colleague:

This publication of the "Occassional Papers in Education" series focuses upon the utilization of the statewide testing program results by local districts throughout the State of New Jersey. The report, entitled "District Utilization of the Statewide Testing Program," is based upon data which was collected as a result of a survey questionnaire conducted last spring. The purpose of this project was to gather information on the local districts' use of the assessment data. The following paper presents the results by focusing on the four braod categories of the Utilization Survey; namely, (1) Program Changes, (2) Instructional Changes, (3) Administrative Changes, and (4) Dissemination of Information.

We were pleased to note the extensive utilization of the statewide testing program results as evidenced by the following figures:

63.9% and 72.9% of the responding districts used the data to modify their reading and mathematics curriculums, respectively

86.4% of the responding districts compared the data from year to year

68.6% and 72.5% of the responding districts used the data to modify their reading and mathematics instructions, respectively

36.8% of the responding districts used that data to initiate administrative changes

As the various basic skills programs are integrated in future months, we feel that the implementation of an even more effective data utilization system will be enhanced.

We know that you will find the results of this survey informative and, as always, welcome your comments.

Sincerely,

Gary Gappert

Assistant Commissioner

ACKNOWLEDGEMENTS

The task of collecting information on local districts' utilization of statewide testing data could not have been accomplished without the co-operative efforts of all educators throughout the state. We especially extend our sincerest appreciation to the local district personnel who met with us to provide the necessary input for the development of the survey questionnaire. Special recognition is also extended to the typists who continually prepared the drafts and final copies of this report.

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EXECUTIVE SUMMARY

The New Jersey Educational Assessment Program is a fall statewide testing program used to assess achievement in the basic skill areas of reading and mathematics. The program began in the fall of 1972 with the testing of all fourth and twelfth grade students enrolled in public schools. In the fall of 1975, the tests were administered to approximately 413,621 students enrolled in grades four, seven, ten, and twelve.

The New Jersey Educational Assessment Program was designed to provide useful information to educational decision-makers on the state and local levels concerning the state's educational system. Specifically, the data provides information relevant in the assessment of students' progress by identifying pupils whose scores indicate a need for further diagnostic testing and determining individual pupil, class, school, and district strengths and weaknesses so that instruction can be planned accordingly. Moreover, the test results reveal weaknesses that have existed in previous learning situations, identity program elements in need of greater emphasis, monitor program accomplishments, and measure the effects of program innovations and changes. Such information can be most useful in formulating plans and making policy decisions ranging over the full spectrum of educational activities.

An increased awareness of the need for the development and implementation of an effective data utilization system as an integral component of the Educational Assessment Program prompted the Bureau of Research and Assessment to conduct a survey of local school districts' use of assessment data. In May, 1976, survey questionnaires were distributed to all local district superintendents for completion by July 1, 1976. Approximately half (46.7% or 280) of the districts responded.

The Utilization Survey questionnaire focused on four broad categories of statewide testing utilization. The following outline provides highlights of the data collected according to these categories:

I. PROGRAM CHANGES

63.9% of the responding districts used the statewide test data to modify their reading curriculum

72.9% of the responding districts used the statewide test data to modify their mathematics curriculum

Only 4.3% of the responding distircts rated the usefulness of the criterion-referenced (Phase I) interpretation procedures as not important

86.4% of the responding districts used the test data for comparison from year to year

86.7% of the responding districts rated the District Factor Grouping (based on socio-economic variables) as a useful comparative reference group

64.3% of the responding districts indicated that teachers were involved in the examination, revision, and/or modification of their reading programs

67.9% of the responding districts indicated that teachers were involved in the examination, revision, and/or modification of their mathematics programs

II. INSTRUCTIONAL CHANGES

68.6% of the responding districts used the statewide test data to modify their reading instruction

72.5% of the responding districts used the statewide test data to modify their mathematics instruction

56.1% of the responding districts indicated that teachers were involved in the examination and/or revision of their reading methodology

58.6% of the responding districts indicated that teachers were involved in the examination and/or revision of their mathematics methodology

III. ADMINISTRATIVE CHANGES

36.8% of the responding districts used the statewide test data to initiate administrative changes involving the use of funds, the use or addition of staff, and the conduct of in-service workshops or programs.

IV. DISSEMINATION OF INFORMATION

92.1% of the responding districts reported test results to their teachers and 90% of the responding districts reported test results to their Boards of Education via meetings whereas the majority of the responding districts reported the results to parents and community members via newspapers

Only 8.2% of the districts reported that the design of the Individual Student Report Form was not useful

INTRODUCTION

A major purpose of the Educational Assessment Program has been to provide information to assist in educational planning and decision-making. In previous years, little data was collected regarding the utilization of test results. Therefore, the project was undertaken to conduct a survey of local school districts' use of assessment information. Hopefully, analysis of this data will provide information useful in addressing the issues listed below:

1. T & E - The minimum standards law (Chapter 97, P.L. of 1976) establishes uniform statewide pupil minimum proficiency levels in the basic communication and computational skills. The legislation maintains that assessment of each pupil shall be made in order to identify those who are performing below these levels. The annual statewide testing program serves to facilitate the local school districts in this process. Futhermore, programs must be established to meet these identified needs. Utilization of the state test results must therefore be enhanced to serve this purpose.

2. Basic Skills Thrust - A primary emphasis of the Department of Education is on basic skills improvement by all students throughout the state of New Jersey. The Educational Assessment Program will be one of the procedures used to determine the value and success of the attainment of this goal.

In May, 1976, each district superintendent was sent a questionnaire which focused on four broad categories of statewide testing utilization: 1) Program Changes, 2) Instructional Changes, 3) Administrative Changes, and 4) Dissemination of Information.[1] By the return date of July 1, 1976, approximately half (46.7% or 280) of the districts responded. The number of responses may have been depressed by the closing of all public schools as mandated by the New Jersey Supreme Court. All analyses are based on only these responses. It was also noted that most responses were obtained from elementary rather than secondary school districts. Despite the apparent difference in respondents according to grade level, there was a representative distribution of responses across the twenty-one counties, the nine community types[2], and the twelve district factor groupings.[3]

ANALYSIS

The following analysis provides a summary of the data collected. Table I illustrates the numerical breakdown of respondents within each county. The response rate varied between a low of 28.6% (Gloucester) and a high of 70% (Mercer). Tables II and III supplement this data by providing the total surveyed, total responded, and the percentages of respondents by community type and district factor groupings. The lowest cell for community types was for vocational school districts (20%). Other community type response rates varied between 34% and 56%. Socio-economic distributions were similar in range between 40% and 62%. Vocational and the small non-rated districts (DFG "Z") were depressed. Table IV illustrates district responses according to the grade levels tested (i.e. fourth, seventh, tenth, and twelfth).

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[1]See Appendix A
[2]See Appendix B
[3]See Appendix C

TABLE I

RESPONDING DISTRICTS FROM PARTICIPATING COUNTIES

County	Number of Districts	Number of Responding Districts	Percent of Responding Districts in County	Percent of Total Responding Districts
Atlantic	25	16	64.0%	5.7%
Bergen	77	41	53.2	14.6
Burlington	45	17	37.8	6.1
Camden	42	19	45.2	6.8
Cape May	19	7	36.8	2.5
Cumberland	15	7	46.7	2.5
Essex	22	14	63.6	5.0
Gloucester	28	8	28.6	2.9
Hudson	14	7	50.0	2.5
Hunterdon	29	10	34.5	3.6
Mercer	10	7	70.0	2.5
Middlesex	25	14	56.0	5.0
Monmouth	55	23	41.8	8.2
Morris	42	20	47.6	7.1
Ocean	30	14	46.7	5.0
Passaic	20	11	55.0	3.9
Salem	14	7	50.0	2.5
Somerset	22	10	45.5	3.6
Sussex	26	9	34.6	3.2
Union	23	11	47.8	3.9
Warren	25	8	32.0	2.9
Total	608*	280	46.1	100.0%

*This figure represents both operating and non-operating school districts.

TABLE II

RESPONDING DISTRICTS BY COMMUNITY TYPE

Community Type	Number of Districts	Number of Responding Districts	Percent of Responding Districts in Community Type	Percent of Total Responding Districts
Regional	48	20	41.6%	7.1%
Urban	38	19	50.0	6.8
Urban-Suburban	116	65	56.0	23.2
Suburban	146	80	54.7	28.6
Suburban-Rural	61	29	47.5	10.4
Rural	109	46	42.2	16.4
Rural Center	32	11	34.3	3.9
Rural Center Rural	14	6	42.8	2.1
Vocational	20	4	20.0	1.4
Total	584*	280	47.9	100.0%

*The total number of districts is different because there are some non-operating districts with no community type designation.

TABLE III

RESPONDING DISTRICTS BY DISTRICT FACTOR GROUPING

Group	Number of Districts	Number of Responding Districts	Percent of Responding Districts in DFG	Percent of Total Responding Districts
A	52	27	51.9%	9.6%
B	50	31	62.0	11.1
C	48	27	56.3	9.6
D	46	21	45.7	7.5
E	51	30	58.8	10.7
F	47	19	40.4	6.8
G	47	21	44.7	7.5
H	51	28	54.9	10.0
I	49	21	42.9	7.5
J	49	30	61.2	10.7
V	20	4	20.0	1.4
Z	74	21	28.4	7.6
Total	584*	280	47.9%	100.0%

*The total number of districts is different because there are some non-operating districts with no district factor grouping designation.

TABLE IV

RESPONDING DISTRICTS BY GRADES TESTED

Grades	Number of Responding Districts	Percent of Total Responding Districts
4th	32	11.4%
7th	4	1.4
10th	0	0.0
12th	1	0.4
4th, 7th	116	41.4
4th, 10th	0	0.0
4th, 12th	0	0.0
7th, 10th	1	0.4
7th, 12th	0	0.0
10th, 12th	22	7.9
4th, 7th, 10th	2	0.7
4th, 7th, 12th	0	0.0
4th, 10th, 12th	0	0.0
7th, 10th, 12th	7	2.5
4th, 7th, 10th, 12th	93	33.2
Not Indicated	2	0.7
Total	280	100.0%

RESULTS

Part I: PROGRAM CHANGES

Inquiries regarding the use of Educational Assessment Program data in effecting reading and mathematics curriculum changes evidenced fairly widespread use among responding districts. Results showed that 63.9% (179) of the respondents indicated that the state test information was used to modify reading curriculum, while 72.9% (204) used the data in the process of modifying mathematics curriculum.

The districts were asked to rate the usefulness of the interpretation of Phase I and Phase II information (Table V). It was observed that Phase I, identification of districts' strengths and weaknesses, was found to be of primary importance. In Phase II interpretation, district factor grouping information was rated the most useful of the reference groups though figures for community type data were only slightly lower. The comparison of districts' current test data with data from previous years resulted in 86.4% (242) of the districts indicating that this information was very important or somewhat important. Likewise, comparison of standardized test results with state test results proved to be very important or somewhat important for 70.7% (198) of the respondents.

Small percentages of districts utilized the state test results to apply for federally funded projects and/or programs. As evidenced in Table VI, major emphasis was placed in applying for the Title I and Right-to-Read programs. All other figures show comparable numbers of positive responses indicating application for the other programs.

Districts were asked to identify specific personnel involved in the examination and/or revision of course content in the skill areas of reading and mathematics. Responses relating to reading demonstrated that those persons most involved were administrators, classroom teachers, and specialists. This data is presented in Table VII. Figures in Table VIII show that those persons most involved in the skill area of mathematics were administrators and teachers, but not specialists. This may be due to the fact that there is no distinct certification available to identify mathematics specialists as there is for reading specialists. It is also interesting to note that student involvement in both areas was comparable and somewhat low.

Tables IX and X present information delineating the grade levels where revisions and/or modifications were made in those skill areas measured by the test. In both reading and mathematics, changes were generally targeted towards grades K-8 in all the listed skill clusters. Percentages in Table IX also evidence that some revisions were made in grades K-5 in the reading skill areas of phonetic and structural analysis, literal comprehension, interpretation, and study skills. Likewise, percentages in Table X evidence that some revisions were made in the mathematics skill areas of whole numbers and fractions in grades K-5, and fractions and decimals/percent in grades 6-8.

TABLE V

USEFULNESS OF ADDITIONAL DATA SOURCES FOR MAKING CURRICULA DECISIONS

SOURCE OF DATA	EVALUATION LEVELS					
	Very Important		Somewhat Important		Not Important	
	Number	Percentage	Number	Percentage	Number	Percentage
PHASE I INTERPRETATION						
Identification of district strengths and weaknesses	146	52.1%	121	43.2%	12	4.3%
PHASE II INTERPRETATION						
Community Type Data	82	29.3	151	53.9	42	15.0
D.F.G. Data	118	42.1	125	44.6	34	12.1
County Data	75	26.8	144	51.4	61	21.8
State Data	61	21.8	133	47.5	85	30.4
OTHER						
Comparison of district's state test results with those of previous years	112	40.0	130	46.4	38	13.6
Comparison of standardized test results with state test results	59	21.1	139	49.6	81	28.9

TABLE VI

UTILIZATION OF STATE TEST RESULTS TO APPLY FOR FEDERALLY FUNDED PROJECTS/PROGRAMS

FEDERALLY FUNDED PROJECTS/PROGRAMS	POSITIVE RESPONSES	
	Number	Percentage of Total Responses*
Title I	40	14.3%
Title III	8	2.9
Title IV	11	3.9
Title VII	8	2.9
Right-to-Read	26	9.3
Vocational Education	9	3.2
Special Education	6	2.1
Other	5	1.8

*The percentages listed represent the percentages of the total responding districts.

TABLE VII

PERSONNEL INVOLVEMENT IN CHANGING READING PROGRAMS

PERSONNEL INVOLVED	AREAS OF INVOLVEMENT					
	Examination of Course Content		Revision or Modification		Both	
	Number	Percentage	Number	Percentage	Number	Percentage
Reading Specialists	61	21.8%	12	4.3%	133	47.5%
Classroom Teachers	69	24.6	14	5.0	180	64.3
Administrators	72	25.7	14	5.0	168	60.0
Students	6	2.1	2	0.7	6	2.1
Other	15	5.4	6	2.1	30	10.7

TABLE VIII

PERSONNEL INVOLVEMENT IN CHANGING MATHEMATICS PROGRAMS

PERSONNEL INVOLVED	AREAS OF INVOLVEMENT					
	Examination of Course Content		Revision or Modification		Both	
	Number	Percentage	Number	Percentage	Number	Percentage
Mathematics Specialists	26	9.3%	6	2.1%	93	33.2%
Classroom Teachers	56	20.0	10	3.6	190	67.9
Administrators	65	23.2	13	4.6	169	60.4
Students	6	2.1	3	1.1	6	2.1
Other	16	5.7	6	2.1	19	6.8

TABLE IX

DISTRICTS REPORTING REVISIONS IN READING SKILL AREAS
ACCORDING TO GRADE LEVEL

READING SKILLS	GRADE LEVELS REPORTED													
	K-5		6-8		9-12		K-5; 6-8		K-5; 9-12		6-8; 9-12		K-5; 6-8; 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Vocabulary	23	8.2%	14	5.0%	19	6.8%	47	16.8%	1	0.4%	12	4.3%	17	6.1%
Phonetic Analysis	50	17.9	10	3.6	4	1.4	47	16.8	1	0.4	6	2.1	14	5.0
Structural Analysis	38	13.6	13	4.6	10	3.6	51	18.2	1	0.4	7	2.5	15	5.4
Literal Comprehension	32	11.4	21	7.5	13	4.6	59	21.1	2	0.7	13	4.6	26	9.3
Organization	23	8.2	25	8.9	11	3.9	43	15.4	0	0.0	10	3.6	19	6.8
Interpretation	30	10.7	27	9.6	17	6.1	53	18.9	2	0.7	12	4.3	23	8.2
Study Skills	30	10.7	21	7.5	16	5.7	66	23.6	3	1.1	12	4.3	30	10.7
Other	5	1.8	4	1.4	2	0.7	3	1.1	0	0.0	0	0.0	1	0.4

TABLE X

DISTRICTS REPORTING REVISIONS IN MATHEMATICS SKILL AREAS
ACCORDING TO GRADE LEVEL

MATHEMATICS SKILLS	GRADE LEVELS REPORTED													
	K-5		6-8		9-12		K-5; 6-8		K-5; 9-12		6-8; 9-12		K-5; 6-8; 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Whole Numbers	43	15.4%	16	5.7%	9	3.2%	51	18.2%	1	0.4%	4	1.4%	16	5.7%
Fractions	28	10.0	44	15.7	16	5.7	73	26.1	1	0.4	10	3.6	27	9.6
Decimals/Percent	9	3.2	57	20.4	16	5.7	48	17.1	2	0.7	20	7.1	25	8.9
Algebra/No. & Operation	9	3.2	25	8.9	23	8.2	30	10.7	3	1.1	12	4.3	11	3.9
Geometry/Measurement	18	6.4	20	7.1	18	6.4	45	16.1	3	1.1	12	4.3	14	5.0
Problem Solving	25	8.9	24	8.6	16	5.7	64	22.9	1	0.4	10	3.6	27	9.6
Other	6	2.1	2	0.7	7	2.5	11	3.9	0	0.0	1	0.4	1	0.4

The survey questionnaire asked the school district personnel to identify individuals involved in the examination, revision, and/or addition of instructional materials according to grade levels. The majority of responses illustrated that specialists, teachers, and administrators were most involved in these activities with the emphasis being placed in grades K-8 and grades K-12, respectively. Again, the number of reading specialists involved was more abundant than the number of mathematics specialists. The participation of students and others in any of these activities was minimal. The results are presented according to grade levels in Tables XI and XII.

TABLE XI

PERSONNEL INVOLVEMENT IN THE EXAMINATION, REVISION OR ADDITION OF READING MATERIALS ACCORDING TO GRADE LEVELS

Personnel Involved	Areas of Involvement	Grade Levels																	
		K-4		K-6		K-8		K-12		5-8		7-12		9-12		7-9		10-12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Specialists	Examination	22	7.9%	20	7.1%	74	26.4%	40	14.3%	3	1.1%	6	2.1%	10	3.6%	8	2.9%	4	1.4%
	Revision	14	5.0	16	5.7	56	20.0	26	9.3	4	1.4	4	1.4	10	3.6	3	1.1	4	1.4
	Addition	13	4.6	15	5.4	43	15.4	22	7.9	5	1.8	3	1.1	10	3.6	4	1.4	5	1.8
Classroom Teachers	Examination	32	11.4	17	6.1	83	29.6	66	23.6	5	1.8	6	2.1	13	4.6	3	1.1	4	1.4
	Revision	20	7.1	12	4.3	68	24.3	37	13.2	3	1.1	6	2.1	12	4.3	3	1.1	3	1.1
	Addition	18	6.4	16	5.7	48	17.1	36	12.9	3	1.1	3	1.1	8	2.9	4	1.4	4	1.4
Administrators	Examination	24	8.6	13	4.6	85	30.4	65	23.2	3	1.1	4	1.4	9	3.2	2	0.7	3	1.1
	Revision	15	5.4	10	3.6	68	24.3	35	12.5	3	1.1	4	1.4	9	3.2	2	0.7	3	1.1
	Addition	13	4.6	11	3.9	52	18.6	29	10.4	3	1.1	4	1.4	5	1.8	3	1.1	3	1.1
Students	Examination	0	0.0	2	0.7	4	1.4	1	0.4	0	0.0	2	0.7	1	0.4	0	0.0	2	0.7
	Revision	0	0.0	1	0.4	2	0.7	1	0.4	0	0.0	2	0.7	3	1.1	0	0.0	0	0.0
	Addition	0	0.0	2	0.7	2	0.7	0	0.0	0	0.0	2	0.7	2	0.7	0	0.0	0	0.0
Other	Examination	2	0.7	1	0.4	8	2.9	10	3.6	2	0.7	0	0.0	4	1.4	1	0.4	0	0.0
	Revision	1	0.4	0	0.0	7	2.5	4	1.4	2	0.7	1	0.4	4	1.4	1	0.4	2	0.7
	Addition	1	0.4	1	0.4	5	1.8	5	1.8	2	0.7	0	0.0	4	1.4	1	0.4	2	0.7

TABLE XII

PERSONNEL INVOLVEMENT IN THE EXAMINATION, REVISION OR ADDITION OF MATHEMATICS MATERIALS ACCORDING TO GRADE LEVELS

Personnel Involved	Areas of Involvement	Grade Levels																	
		K-4		K-6		K-8		K-12		5-8		7-12		9-12		7-9		10-12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mathematics Specialists	Examination	6	2.1%	2	0.7%	29	10.4%	31	11.1%	7	2.5%	10	3.6%	8	2.9%	6	2.1%	7	2.5%
	Revision	3	1.1	1	0.4	27	9.6	24	8.6	6	2.1	7	2.5	10	3.6	5	1.8	5	1.8
	Addition	3	1.1	1	0.4	19	6.8	20	7.1	2	0.7	6	2.1	7	2.5	3	1.1	5	1.8
Classroom Teachers	Examination	31	11.1	15	5.4	82	29.3	62	22.1	7	2.5	9	3.2	10	3.6	1	0.4	5	1.8
	Revision	19	6.8	12	4.3	68	24.3	47	16.8	10	3.6	9	3.2	11	3.9	1	0.4	3	1.1
	Addition	16	5.7	15	5.4	47	16.8	37	13.2	7	2.5	7	2.5	10	3.6	2	0.7	3	1.1
Administrators	Examination	26	9.3	13	4.6	85	30.4	54	19.3	4	1.4	6	2.1	9	3.2	1	0.4	4	1.4
	Revision	14	5.0	10	3.6	67	23.9	39	13.9	6	2.1	6	2.1	8	2.9	2	0.7	2	0.7
	Addition	13	4.6	10	3.6	50	17.9	32	11.4	2	0.7	5	1.8	7	2.5	2	0.7	3	1.1
Students	Examination	0	0.0	1	0.4	3	1.1	0	0.0	0	0.0	3	1.1	0	0.0	1	0.4	0	0.0
	Revision	0	0.0	2	0.7	2	0.7	1	0.4	0	0.0	3	1.1	1	0.4	1	0.4	0	0.0
	Addition	0	0.0	1	0.4	1	0.4	0	0.0	0	0.0	2	0.7	0	0.0	1	0.4	0	0.0
Other	Examination	0	0.0	3	1.1	8	2.9	7	2.5	1	0.4	3	1.1	1	0.4	1	0.4	3	1.1
	Revision	0	0.0	3	1.1	4	1.4	6	2.1	1	0.4	1	0.4	1	0.4	0	0.0	1	0.4
	Addition	1	0.4	3	1.1	3	1.1	4	1.4	1	0.4	2	0.7	1	0.4	0	0.0	3	1.1

Part II: INSTRUCTIONAL CHANGES

This section focused on the use of state test results in the process of modifying reading and/or mathematics instruction. Districts using test results to modify reading instruction totaled 68.6% (192); while test results were used to modify mathematics instruction by 72.5% (203) of the districts.

When the districts were asked to identify persons involved in the examination and/or revision of methodology, the responses were comparable to those evidenced in similar questions. Specifically, those persons most involved were administrators, teachers, and specialists. The percentages representing the participation of mathematics specialists were somewhat lower. Responses indicated that little or no revision of methodology was made in isolation in either reading or mathematics (i.e., percentages showed that most involvement occurred in the form of examination and revision). These contentions are supported by figures in Tables XIII and XIV.

Districts were asked to indicate by grade level those instructional programs and/or approaches which were effected by the use of the state test results. It was observed that those programs receiving the greatest attention through revision, modification, or addition were Corrective Reading, Directed Reading, Library Skills, Independent Instruction, Individualized Instruction, Large Group Instruction, Small Group Instruction, and Remedial Mathematics. These changes occurred throughout grades K-12.

Districts were requested to rate the usefulness of specific factors in conjunction with the state test results to evaluate instruction in both reading and mathematics. As noted in Tables XV and XVI, all factors received somewhat comparable ratings with the category teacher and/or student feedback receiving slightly higher ratings in both skill areas. (It should be noted, however, that no provision was made for responding districts to distinguish between these two groups). Overall, the listed factors were considered to be somewhat important or very important by the districts with the figures ranging from 68.3% to 79.3% in both reading and mathematics.

TABLE XIII

PERSONNEL INVOLVEMENT IN THE EXAMINATION AND/OR REVISION OF READING METHODOLOGY

PERSONNEL INVOLVED	AREAS OF INVOLVEMENT					
	Examination of Methodology		Revision or Modification		Both	
	Number	Percent	Number	Percent	Number	Percent
Reading Specialists	45	16.1%	6	2.1%	126	45.0%
Classroom Teachers	65	23.2	7	2.5	157	56.1
Administrators	71	25.4	10	3.6	139	49.6
Students	6	2.1	1	0.4	2	0.7
Other	10	3.6	2	0.7	20	7.1

TABLE XIV

PERSONNEL INVOLVEMENT IN THE EXAMINATION AND/OR REVISION OF MATHEMATICS METHODOLOGY

PERSONNEL INVOLVED	AREAS OF INVOLVEMENT					
	Examination of Methodology		Revision or Modification		Both	
	Number	Percent	Number	Percent	Number	Percent
Mathematics Specialists	28	10.0%	4	1.4%	78	27.9%
Classroom Teachers	66	23.6	11	3.9	164	58.6
Administrators	68	24.3	9	3.2	154	55.0
Students	3	1.1	4	1.4	6	2.1
Other	13	4.6	5	1.8	14	5.0

TABLE XV

USEFULNESS OF ADDITIONAL FACTORS FOR THE EVALUATION OF READING INSTRUCTION

Data Source	Level of Usefulness Reported					
	Very Important		Somewhat Important		Not Important	
	Number	Percent	Number	Percent	Number	Percent
Similar Standardized Tests	82	29.3%	128	45.7%	51	18.2%
Diagnostic Tests	90	32.1	128	45.7	38	13.6
Informal Reading Tests	64	22.9	127	45.4	59	21.1
Teacher-made Tests	68	24.3	130	46.4	52	18.6
Teacher and/or Student Feedback	105	37.5	117	41.8	30	10.7
Other	4	1.4	7	2.5	11	3.9

TABLE XVI

USEFULNESS OF ADDITIONAL FACTORS FOR THE EVALUATION OF MATHEMATICS INSTRUCTION

Data Source	Level of Usefulness Reported					
	Very Important		Somewhat Important		Not Important	
	Number	Percent	Number	Percent	Number	Percent
Similar Standarized Tests	80	28.6%	123	43.9%	53	18.9%
Diagnostic Tests	86	30.7	122	43.6	42	15.0
Informal Mathematics Tests	64	22.9	129	46.1	52	18.6
Teacher-made Tests	93	33.2	121	43.2	37	13.2
Teacher and/or Student Feedback	109	38.9	110	39.3	26	9.3
Other	5	1.8	11	3.9	11	3.9

Part III: ADMINISTRATIVE CHANGES

Test information was used to initiate administrative changes by 36.8% (103) of the responding districts. Table XVII provides figures illustrating the administrative changes effected through the receipt of additional funds and/or the redirection of district funds. In both skill areas, percentages indicating the redirection of district funds are slightly higher. All figures evidence a small number of changes effected as a result of these actions.

The data summarizing the administrative changes evidenced in the areas of staff utilization, staff addition, and/or in-service programs are presented in Tables XVIII, XIX, and XX. Results from Table XVIII indicate that changes involving the utilization of staff were most concentrated in scheduling in both skill areas. However, percentages for this particular category of administrative change were low.

The survey question requesting information on the addition of staff by grade level received minimal responses. Specifically, overall percentages evidenced very few staff additions. Those that did occur were primarily constituted of reading specialists at all grade levels, teacher aides in grades K-5, and librarians in grades K-8. The results are presented in Table XIX.

Districts were requested to indicate the types of in-service programs conducted at specific levels as a result of needs identified through the use of test results. Table XX shows that the major areas of concentration were basic reading and mathematics skills at all levels, and methodology and reading in content areas at the district and building levels. The figures show that a small number of the responding districts indicated initiation of these types of programs as a result of test data utilization.

TABLE XVII

ADMINISTRATIVE CHANGES CONCERNING USE OF FUNDS AS A RESULT OF STATE TEST DATA UTILIZATION

Cause	Areas of Change					
	Reading		Mathematics		Both	
	Number	Percent	Number	Percent	Number	Percent
Receipt of Additional Funds	10	3.6%	3	1.1%	10	3.6%
Redirection of District Funds	17	6.1	16	5.7	40	14.3
Other	0	0.0	0	0.0	13	4.6

TABLE XVIII

ADMINISTRATIVE CHANGES CONCERNING USE OF STAFF AS A RESULT OF STATE TEST DATA UTILIZATION

Staff Utilization	Areas of Change					
	Reading		Mathematics		Both	
	Number	Percent	Number	Percent	Number	Percent
Departmentalization	2	0.7%	6	2.1%	16	5.7%
Team-Teaching	4	1.4	6	2.1	26	9.3
Differentiated Staffing	7	2.5	4	1.4	5	1.8
Scheduling	17	6.1	11	3.9	56	20.0
Other	5	1.8	4	1.4	11	3.9

TABLE XIX

ADMINISTRATIVE CHANGES CONCERNING ADDITION OF STAFF AS A RESULT OF STATE TEST DATA UTILIZATION

STAFF ADDED	GRADE LEVELS REPORTED													
	K-5		6-8		9-12		K-5 6-8		K-5 9-12		6-8 9-12		K-5, 6-8 9-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading Specialist(s)	8	2.9%	5	1.8%	8	2.9%	5	1.8%	0	0.0%	2	0.7%	9	3.2%
Mathematics Specialist(s)	4	1.4	4	1.4	2	0.7	3	1.1	0	0.0	0	0.0	3	1.1
Curriculum Specialist(s)	0	0.0	2	0.7	0	0.0	2	0.7	0	0.0	0	0.0	2	0.7
Librarian(s)	2	0.7	3	1.1	0	0.0	7	2.5	0	0.0	2	0.7	1	0.4
Paraproffessional(s)	3	1.1	2	0.7	0	0.0	2	0.7	0	0.0	0	0.0	2	0.7
Teacher Aide(s)	7	2.5	1	0.4	3	1.4	4	1.4	0	0.0	0	0.0	3	1.1
Other	2	0.7	1	0.4	1	0.4	5	1.8	0	0.0	2	0.7	4	1.4

TABLE XX

ADMINISTRATIVE CHANGES CONCERNING INITIATION OF
IN-SERVICE WORKSHOPS AS A RESULT OF
STATE TEST DATA UTILIZATION

TYPES OF PROGRAMS	LEVELS OF PROGRAMS									
	District Wide		Building Level		Department Level		Grade Level		Cross-Grade Level	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Methodology	54	19.3%	54	19.3%	29	10.4%	40	14.3%	32	11.4%
Reading in Content Areas	47	16.8	62	22.1	33	11.8	39	13.9	30	10.7
Basic Reading Skills	62	22.1	73	26.1	39	13.9	51	18.2	43	15.4
Basic Mathematics Skills	59	21.2	63	22.5	48	17.1	51	18.2	46	16.4
Other	11	3.9	7	2.5	2	0.7	3	1.1	1	0.4

Part IV: DISSEMINATION OF INFORMATION

This section on the survey requested districts to respond to questions regarding the reporting of the test results. Table XXI shows the methods by which the information was publicly released to various groups of persons. It is evident from the data that school personnel and Board of Education members received information mainly through meetings, while newspapers were mostly used to report to parents, community members, and the press.

Table XXII summarizes the procedures used by grade levels to disseminate the Individual Student Report Forms. Responses indicated that the procedures most often used across all grade levels were the placement of the forms in student files as well as the discussion of the findings between parents and teachers at the fourth and seventh grade levels, and between parents and counselors at the tenth and gwelfth grade levels. It is interesting to note that comparable number of districts indicated the discussion of individual results with students across all grade levels. A higher percentage of districts discussed the results with fourth and seventh graders than with tenth and twelfth graders. These results are presented as Table XXII.

Lastly, districts were asked to rate the usefulness of the design of the Individual Student Report Forms since this was the first year of its existence. A majority of the responding districts felt that it was indeed useful. Specifically, the form design was rated very useful by 46.1% (129), somewhat useful by 45.0% (126), and not useful by only 8.2% (23) of the responding districts.

TABLE XXI

DISSEMINATION OF TEST RESULTS

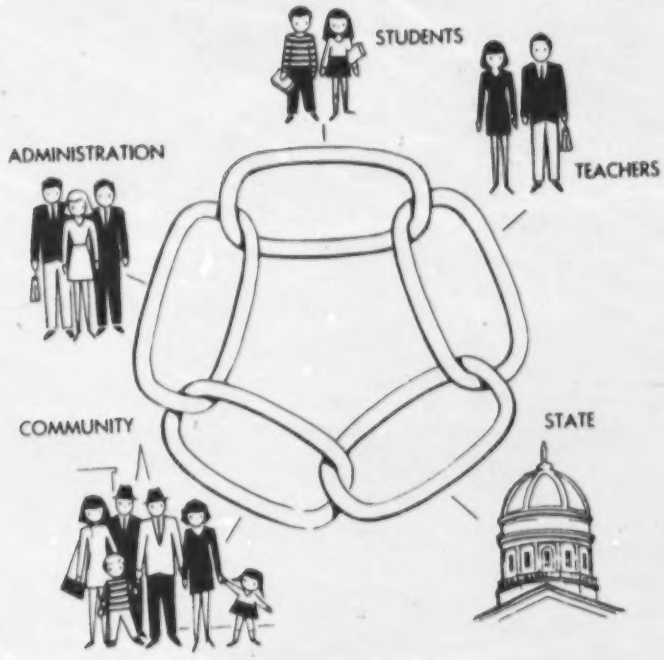
RECIPIENTS	CHANNELS OF REPORTING					
	Meetings		Newspapers		District Newsletter	
	Number	Percent	Number	Percent	Number	Percent
Teachers/Staff	258	92.1%	79	28.2%	73	26.1%
Parents	132	47.1	167	59.6	101	36.1
Community	95	33.9	180	64.3	85	30.4
Boards of Education	252	90.0	71	25.4	62	22.1
Press	78	27.9	123	43.9	39	13.9

TABLE XXII

PROCEDURES USED TO DISSEMINATE INDIVIDUAL REPORT FORMS

PROCEDURES	GRADE LEVELS							
	Fourth		Seventh		Tenth		Twelfth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mailed home	22	7.9%	19	6.8%	15	5.4%	14	5.0%
Given to students to take home	56	20.0	53	18.9	33	11.8	30	10.7
Discussed in Parent/Teacher Conference	158	56.4	114	40.7	35	12.5	31	11.1
Discussed in Parent/Counselor Conference	36	12.9	63	22.5	68	24.3	59	21.1
Placed in student file	140	50.0	126	45.0	82	29.3	81	28.9
Discussed with students	66	23.6	65	23.2	53	18.9	54	19.5
Other	23	8.2	20	7.1	12	4.3	11	3.9

SURVEY



Utilization of State Test Results

One purpose of the Educational Assessment Program is to provide information to assist in Educational Planning and decision-making. This survey is being conducted to collect information regarding the local district's utilization of statewide test data.

Four parts are included in this instrument. They are: Program Changes (revision or modification of curriculum), Instructional Changes (how teaching methods were altered), Administrative Changes (staff, funds and training), Dissemination of Information (procedures used in reporting the results to the public).

Please note variations in the instructions for recording responses. Generally, responses may be made by circling a number or placing a check mark (✓) in the appropriate column(s). Other times you are asked to respond by inserting appropriate grade level(s).

The completed survey form should be returned by June 30, 1976 to:

Ms. Mary Ann Wilmer
Director, Educational Assessment Program
New Jersey State Department of Education
Office of Educational Assessment
225 West State Street
Trenton, New Jersey 08625

____ ID NUMBER (1-3)

SURVEY

UTILIZATION OF STATE TEST RESULTS

IDENTIFYING INFORMATION:

COUNTY _____ (4-5)

COMMUNITY TYPE _____ (6)

DISTRICT FACTOR GROUPING _____ (7)

Grades Tested *(Please Circle)* 4 7 10 12 (8-9)

PART I: Program Changes

1. Was the State test information used to modify the reading curriculum?

   Yes ____ No ____ (10)

2. Was the State test information used to modify the mathematics curriculum?

   Yes ____ No ____ (11)

3. How useful were each of the following in making decisions about your curriculum? *(Please Circle)*

	Very Important	Somewhat Important	Not Important	
Phase I Interpretation				
Identification of district strengths and weaknesses	1	2	3	(12)
Phase II Interpretation				
Community Type Data	1	2	3	(13)
DFG Data	1	2	3	(14)
County Data	1	2	3	(15)
State Data	1	2	3	(16)
Other				
Comparison of district's state test results with those of previous years	1	2	3	(17)
Comparison of standardized test results with state test results	1	2	3	(18)

4. **Were state test results used to apply for any of the following federally funded projects/programs?** *(Please check)*

	Yes	No	
Title I	____	____	(19)
Title III	____	____	(20)
Title IV	____	____	(21)
Title VII	____	____	(22)
Right-To-Read	____	____	(23)
Vocational Education	____	____	(24)
Special Education	____	____	(25)
Other (Please Explain:)	____	____	(26)

_____

_____

READING

5. **Which of the following persons were involved in examining and/or revising course content?** *(Both may be checked whenever applicable)*

	Examination of course content	Revision or modification	
Reading Specialist	_____	_____	(27)
Classroom Teachers	_____	_____	(28)
Administrators	_____	_____	(29)
Students	_____	_____	(30)
Other *(Specify)*	_____	_____	(31)

_____

6. **Check the grade level (s) where revisions or modifications were made in the skill areas listed below.**

	K-5	6-8	9-12	
Vocabulary	____	____	____	(32)
Phonetic Analysis	____	____	____	(33)
Structural Analysis	____	____	____	(34)
Literal Comprehension	____	____	____	(35)
Organization	____	____	____	(36)
Interpretation	____	____	____	(37)
Study Skills	____	____	____	(38)
Other *(Specify)*	____	____	____	(39)

_____

7. **Insert the grade level (s) where the individual (s) listed below were involved in the examination, revision, and/or addition of reading materials.**

	Examination of existing material	Revision/ modification of materials	Addition of new materials or skills array	
Reading Specialist	_____	_____	_____	(40-42)
Classroom Teachers	_____	_____	_____	(43-45)
Administrators	_____	_____	_____	(46-48)
Students	_____	_____	_____	(49-51)
Other *(Please Explain)*	_____	_____	_____	(52-54)

_____

MATHEMATICS

8. **Which of the following persons were involved in examining and/or revising course content?** *(Both may be checked whenever applicable)*

	Examination of course content	Revision or modification	
Mathematics Specialist	_____	_____	(55)
Classroom Teachers	_____	_____	(56)
Administrators	_____	_____	(57)
Students	_____	_____	(58)
Other *(Please Explain)*	_____	_____	(59)

_____

9. **Check the grade level (s) where revisions or modifications were made in the skill areas listed below.**

	K-5	6-8	9-12	
Whole numbers (+ - x ÷)	____	____	____	(60)
Fractions	____	____	____	(61)
Decimals/Percent	____	____	____	(62)
Algebra/Number and Operation	____	____	____	(63)
Geometry/Measurement	____	____	____	(64)
Problem Solving	____	____	____	(65)
Other *(Please Explain)*	____	____	____	(66)

_____

10. Insert the grade level (s) where individual (s) listed below were involved in the examination, revision, and/or addition of mathematics materials.

	Examination of existing material	Revision/ modification of materials	Addition of new materials or skills array	
Mathematics Specialist	_____	_____	_____	(67-69)
Classroom Teachers	_____	_____	_____	(70-72)
Administrators	_____	_____	_____	(73-75)
Students	_____	_____	_____	(76-78)
Other *(Please Explain)*	_____	_____	_____	1 80 — ID 1-3 (4-6)

_____

PART II: Instructional Changes

11. Was test information used to modify instruction in reading?

Yes ____ No____ (7)

12. Was test information used to modify instruction in mathematics?

Yes ____ No ____ (8)

READING

13. Which of the following persons were involved in the examination and/or revision of methodology?

	Examination of existing methods	Revision or modification	
Reading Specialist	_____	_____	(9)
Classroom Teachers	_____	_____	(10)
Administrators	_____	_____	(11)
Students	_____	_____	(12)
Other *(Please Explain)*	_____	_____	(13)

_____

14. Indicate by inserting the grade level (s) the effect of the state test results on the following instructional approaches and/or programs.

	Added	Revised or modified	Left unchanged	Discontinued	
Corrective Reading	____	____	____	____	(14-17)
Directed Reading	____	____	____	____	(18-21)
Enrichment for Gifted	____	____	____	____	(22-25)
Independent Reading	____	____	____	____	(26-29)
Indirect Instruction	____	____	____	____	(30-33)
Individualized Instruction	____	____	____	____	(34-37)
Large Group Instruction	____	____	____	____	(38-41)
Library Skills	____	____	____	____	(42-45)
Reading Laboratory	____	____	____	____	(46-49)
Remedial Reading	____	____	____	____	(50-53)
Right - To -Read	____	____	____	____	(54-57)
Small Group Instruction	____	____	____	____	(58-61)
Study Skills	____	____	____	____	(62-65)
Tutorial Instruction	____	____	____	____	(66-69)
Other *(Please Explain)*	____	____	____	____	(70-73)

_____

15. How useful were each of the following factors in the evaluation of instruction in conjunction with the State test results?

	Very Important	Somewhat Important	Not Important	
Use of standardized tests similar to State tests	1	2	3	(74)
Use of diagnostic tests	1	2	3	(75)
Use of informal reading tests	1	2	3	(76)
Teacher made tests	1	2	3	(77)
Teacher and/or student feedback	1	2	3	(78)
Other *(Please Explain)*	1	2	3	(79)

_____

80
1-3

MATHEMATICS

16. **Which of the following persons were involved in the examination and/or revision of methodology?**

	Examination of existing methods	Revision or modification	
Mathematics Specialist	_____	_____	(4)
Classroom Teachers	_____	_____	(5)
Administrators	_____	_____	(6)
Students	_____	_____	(7)
Other *(Please Explain)*	_____	_____	(8)

_____

17. **Indicate by inserting the grade level (s) the effect of the state test results on the following instructional approaches and/or programs.**

	Added	Revised or modified	Left unchanged	Discontinued	
Enrichment for Gifted	_____	_____	_____	_____	(9-12)
Independent Mathematics	_____	_____	_____	_____	(13-16)
Indirect Instruction	_____	_____	_____	_____	(17-20)
Individualized Instruction	_____	_____	_____	_____	(21-24)
Large Group Instruction	_____	_____	_____	_____	(25-28)
Mathematics Laboratory	_____	_____	_____	_____	(29-32)
Remedial Mathematics	_____	_____	_____	_____	(33-36)
Small Group Instruction	_____	_____	_____	_____	(37-40)
Tutorial Instruction	_____	_____	_____	_____	(41-44)
Other *(Please Explain)*	_____	_____	_____	_____	(45-48)

_____

18. **How useful were each of the following factors in the evaluation of instruction in conjunction with the State test results?**

	Very Important	Somewhat Important	Not Important	
Use of standardized test similar to State tests	1	2	3	(49)
Use of diagnostic tests	1	2	3	(50)
Use of informal mathematics tests	1	2	3	(51)
Teacher made tests	1	2	3	(52)
Teacher and/or student feedback	1	2	3	(53)
Other *(Please Explain)*	1	2	3	(54)

_____

PART III: Administrative Changes

19. Was test information used to initiate administrative changes?

Yes ____ No ____ (55)

20. Administrative changes were effected as a result of:
(Both may be checked whenever applicable)

	Reading	Math	
Receipt of additional funds	____	____	(56)
Redirection of district funds	____	____	(57)
Other *(Please Explain)*	____	____	(58)

_____

21. Administrative changes were evidenced in the following:
(Both may be checked whenever applicable)

	Reading	Math	
A. Utilization of staff			
Departmentalization	____	____	(59)
Team-teaching	____	____	(60)
Differentiated Staffing	____	____	(61)
Scheduling	____	____	(62)
Other *(Please Explain)*	____	____	(63)

_____

B. Addition of staff	K-5	6-8	9-12	
Reading Specialist(s)	____	____	____	(64)
Mathematics Specialist(s)	____	____	____	(65)
Curriculum Specialist(s)	____	____	____	(66)
Librarian(s)	____	____	____	(67)
Paraprofessional(s)	____	____	____	(68)
Teacher Aide(s)	____	____	____	(69)
Other *(Please Explain)*	____	____	____	(70)

_____

C. **In-Service Programs and/or workshops were conducted:**

	District-Wide	Building Level	Dept. Level	Grade Level	Cross-Grade Level	
Methodology	_____	_____	_____	_____	_____	(71-75)
Reading in Content Areas	_____	_____	_____	_____	_____	(4-8) 80-3 1-3 ID
Basic Reading Skills	_____	_____	_____	_____	_____	(9-13)
Basic Mathematics Skills	_____	_____	_____	_____	_____	(14-18)
Other *(Please Explain)* _____	_____	_____	_____	_____	_____	(19-23)

_____

PART IV: Dissemination of Information on Test Results

22. **Information on test results was reported in the following manner:**

	Meetings	Newspaper	District Newsletter	
Teachers/Staff	_____	_____	_____	(24-26)
Parents	_____	_____	_____	(27-29)
Community	_____	_____	_____	(30-32)
Board of Education	_____	_____	_____	(33-35)
Press	_____	_____	_____	(36-38)

23. **Indicate by grade level the procedure(s) used to disseminate Individual Student Report Forms**

	4	7	10	12	
Mailed home	____	____	____	____	(39-42)
Given to students to take home	____	____	____	____	(43-46)
Discussed in parent/teacher conference	____	____	____	____	(47-50)
Discussed in parent/counselor conference	____	____	____	____	(51-54)
Placed in student file	____	____	____	____	(55-58)
Discussed with students	____	____	____	____	(59-62)
Other *(Please Explain)* _____	____	____	____	____	(62-66)

_____

24. **The design of the Individual Student Report Forms was found to be** *(Please check):*

Very Useful	Somewhat Useful	Not Useful	
_____	_____	_____	(67)

(Please Explain): 80-4

APPENDIX B

COMMUNITY-TYPES AND DISTRICT FACTOR GROUPING

I. Definitions

A. Community-Types

1 - Urban Center(UC) - densely populated with extensive development.

2 - Urban-Suburban(US) - near an urban center but not as highly developed, with larger residential areas.

4 - Suburban(S) - predominantly single family residential within a short distance of an urban area.

5 - Suburban-Rural(SR) - rapidly developing area, but still large tracts of open land available for development.

6 - Rural(R) - scattered small communities and isolated single-family dwellings.

7 - Rural Center(RC) - high denisty core area with surrounding rural municipalities.

8 - Rural Center Rural(RCR) - small developed core area surrounded by rural areas.

9 - Vocational(V) - primary emphasis on vocational training under a separate educational jurisdiction.

0 - Regional District(R) - an educational jurisdiction established to service several surrounding communities.

APPENDIX C

DISTRICT FACTOR GROUPINGS

Data from the 1970 United States Census Survey were used to develop the District Factor Groupings (DFG) for the Phase II interpretations. These groupings replace the four geographical quadrants which were used in reporting the results for 1972 and 1973.

To obtain a measure of the socio-economic background of the school districts in New Jersey, a factor analysis was performed on a series of 1970 census variables known to contribute to a district's socio-economic background status.

Factor analysis is a statistical method by which the pattern of relationships between a set of variables may be analyzed to determine a small number of independent, underlying dimensions (or factors) to account for the observed relationships among a set of variables.

The type of factor analysis used for this study was an iterative principle component analysis with a varimax rotation.

There were eight variables, which measure the many facets of socio-economic status, used in the factor analysis. The following variables were used to determine a district's socio-economic status:

1. Education - The education level of males and females 25 years and older.

   A. no school years completed (included nursery and kindergarten) (1)

   B. 1-4 years elementary (2)

   C. 5-6 years elementary (3)

   D. 7 years elementary (4)

   E. 8 years elementary (5)

F. 1-3 years high school (6)

G. 4 years high school (7)

H. 1-3 years college (8)

I. 4 years college (9)

J. 5 or more years college (10)

2. Occupation - The National Opinion Research Center (NORC) in 1947 undertook a study to determine the prestige with which occupations were viewed. In 1961, A.J. Reiss (Occupation and Social Status; Free Press, 1961) up-dated the NORC work. The major occupations determined by averaging the prestige rankings of the occupations comprising each category. The categories (ranked from high to low) were as follows:

A. Old and New Professionals (11)

B. Manager, Officials, and Proprietors (10)

C. Quasi-professionals (9)

D. Craftsman, Foreman, and Kindred Workers (8)

E. Clerical and Kindred Workers (7)

F. Sales Workers (6)

G. Protective Services Workers (5)

H. Operatives and Kindred Workers (4)

I. Farm Workers (3)

J. Service Workers (except private and protective) (2)

K. Laborers (1)

3. Mobility - Percent of persons living in the same housing unit for at least the past ten years.

4. Density - Number of people per housing unit.

5. Urbanization - Percent urban population of the district.

6. Income - Average family income.

7. Unemployment - Percent of experienced unemployed males and females sixteen years and older.

8. Poverty - Percent of families below the poverty level.

The factor analysis determined two significant factors or dimensions of the ten variables. Based on the interpretation of the significant factors, the first factor was determined to be a factor measuring socio-economic status.

Based on the socio-economic factor, a factor score was generated for each of the school districts included in the analysis. The districts were then ranked according to their factor score and cut-points were established to divide the districts into ten District Factor Groups. The cut-points were determined so that all District Factor Groups would be comprised of approximately the same number of school districts.

The ten District Factor Groups were labeled from A to J with J containing those districts with the highest factor scores.

No school district census information was available for school districts with a student enrollment of less than 300; therefore, these school districts were placed in a District Factor Group called Z. Vocational-Technical schools were placed in a separate category called V.

The relative importance of the eight variables in the composition of the factor is:

Educational Background of the District	27.82%
Occupational Background of the District	24.17%
Per Capita Income of the District	19.26%
Percent Poverty Level	13.32%
Unemployment Rate	10.38%

Population Density	4.19%
Degree of Urbanization	0.83%
Population Mobility	0.03%